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ABSTRACT

This 14th annual survey examined teacher and school administrator supply, employment opportunities, and differences by region and school district size. Questionnaires were sent to the Kansas Unified School District superintendents; nonrespondents were surveyed by telephone. Usable results came from all 304 school districts. For special educators, data were sought about vacancies not included in any special education cooperative; data about special education cooperative vacancies came from the Kansas Department of Education special education vacancy report. The results were organized to show numbers of vacancies and perceived teacher supply by geographic region and school district size. The study found: a surplus of elementary classroom and physical education teachers, a slight shortage to adequate supply of secondary teachers, an adequate supply to slight surplus of administrators, and a shortage of special educators; similar elementary employment opportunities throughout regions and by district size; similar secondary and administrative opportunities by region but differing by district size; and similar special education opportunities in all regions. Seven appendixes include data on students completing preparation for teacher certification at different types of institutions, a map of Kansas geographic regions, a sample pre-survey letter, and a sample questionnaire. (Contains 3 charts and 7 tables). (SM)

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Teacher Supply and Demand in Kansas Public Schools

The Teachers College

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Fourteenth Annual Survey
February 1993

SP037693

TEACHER SUPPLY AND DEMAND

IN KANSAS PUBLIC SCHOOLS

Fourteenth Annual Survey

Jones Institute for Educational Excellence
The Teachers College
Emporia State University

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January 1993

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Section 1

Introduction

In the fall of 1979, the College of Education of Emporia State University conducted the first of what has become an annual study of teacher supply and demand in Kansas. The original study was made due to (1) an indication in literature that an apparent teacher shortage existed, (2) repeated inquiries from practicing administrators in the state of Kansas concerning the non-availability of candidates for teaching positions, and (3) the lack of a data base in the state of Kansas to establish a foundation for longitudinal research purposes.

This study, which is the fourteenth annual teacher supply study conducted by The Teachers College, is patterned after the original study of 1979. Moreover, the research format outlined on the ensuing pages focuses on questions similar to the questions addressed in the study. Specifically, these questions were:

1) Do we have an adequate supply of teachers in Kansas?

2) What teaching areas will provide graduates the greatest employment opportunities?

3) What teaching areas will provide the least employment opportunities?

4) To what extent do we have a surplus and/or shortage of teachers in the various geographical regions of Kansas?

5) Do employment opportunities vary due to the size of school districts in Kansas?

All of these questions and others were addressed in this study.

Section 2

Research Procedures Employed

The procedures employed to collect data and establish discernible trends in teacher supply and demand in the state of Kansas were as follows:

Collection of Data - Non-Special Education

1) A multifaceted questionnaire was designed to elicit information pertaining to (a) the actual number of vacancies in Kansas as of September 3, 1992, and (b) the perceived teacher supply. (See Appendix for a copy of the questionnaire.)
2) The questionnaire was prepared, reviewed, and modified by four members of the faculty at Emporia State University and sent to Kansas unified school district superintendents.
3) A letter explaining the purpose of the study and a self-addressed return envelope were included to encourage a high percentage of responses. (See Appendix for letter.)
4) Upon receipt of approximately 90 percent of the returns, non-respondents were surveyed via a personal telephone interview.
5) Usable returns were received from all 304 Unified School Districts. The author attributes this perfect return to high levels of interest among the superintendents of schools in the state of Kansas and to the credibility the study has acquired during its first thirteen years.

Collection of Data - Special Education

1) A multifaceted questionnaire was designed to solicit information pertaining to the actual number of vacancies as of September 3, 1992. Respondents were also asked to report only budgeted positions not filled for the 1992-93 academic year.

2) Questionnaires were sent to unified school districts and special education cooperatives.

Analysis of Data

1) Data were organized for processing to elicit (a) the number of vacancies and perceived supply of teachers by geographic region and (b) the number of vacancies and perceived teacher supply by size of school district.

2) Nine geographic regions in the state of Kansas were determined after consultation with colleagues on the Emporia State University campus. The nine geographic areas identified were: (See Appendix for specific boundaries for each regional area.)

   (1) Northwest
   (2) Southwest
   (3) North Central
   (4) South Central
   (5) Sedgwick County (SEDG)
   (6) Northeast
   (7) Wyandotte/Johnson Counties (WY/JO)
   (8) East Central
   (9) Southeast

   Home county designation as determined by the State Department of Education was utilized for assignment to the appropriate region.

3) All respondents were divided into three pre-designated school district enrollment groups. The enrollment groups were:

Enrollment	Size of School Designation
0-399	(1)
400-1,499	(2)
1,500-over	(3)

4) Data were processed by the Emporia State University data processing center.

5) Data runs were made to determine (a) the number of reported vacancies by teaching areas, size of school districts, and region, and (b) perceived supply of candidates by teaching areas, size of school district, and region.

6) Numerical values and their associated definitions were:

(1) serious shortage
(2) slight shortage
(3) adequate supply
(4) slight surplus
(5) considerable surplus

7) Data were tabled and mean averages determined in the following categories:

(a) Elementary
(b) Secondary
(c) Administration

Number of vacancies was reported in the following categories:

(a) Elementary
(b) Secondary
(c) Administration
(d) Special Education

It should be noted that data analyzed in this report represent 100 percent of the unified school districts in the state of Kansas.

Section 3

Analysis of Data

This section is focused on the perceived supply of teaching candidates in each of the designated teaching areas and the number of reported vacancies. Major areas reviewed were: (1) Elementary, (2) Secondary, (3) Special Education, and (4) Administration.

As stated in the questionnaire, respondents were asked to indicate their personal perception of the supply of candidates and the number of vacancies in their districts as of September 3, 1992. Respondents were requested not to indicate their opinions on availability of candidates in teaching areas that were not open in their districts for the 1992-93 school year. They were also asked not to report special education vacancies which fall within the budgetary domain of their special education cooperatives.

Data and Related Interpretations - Elementary

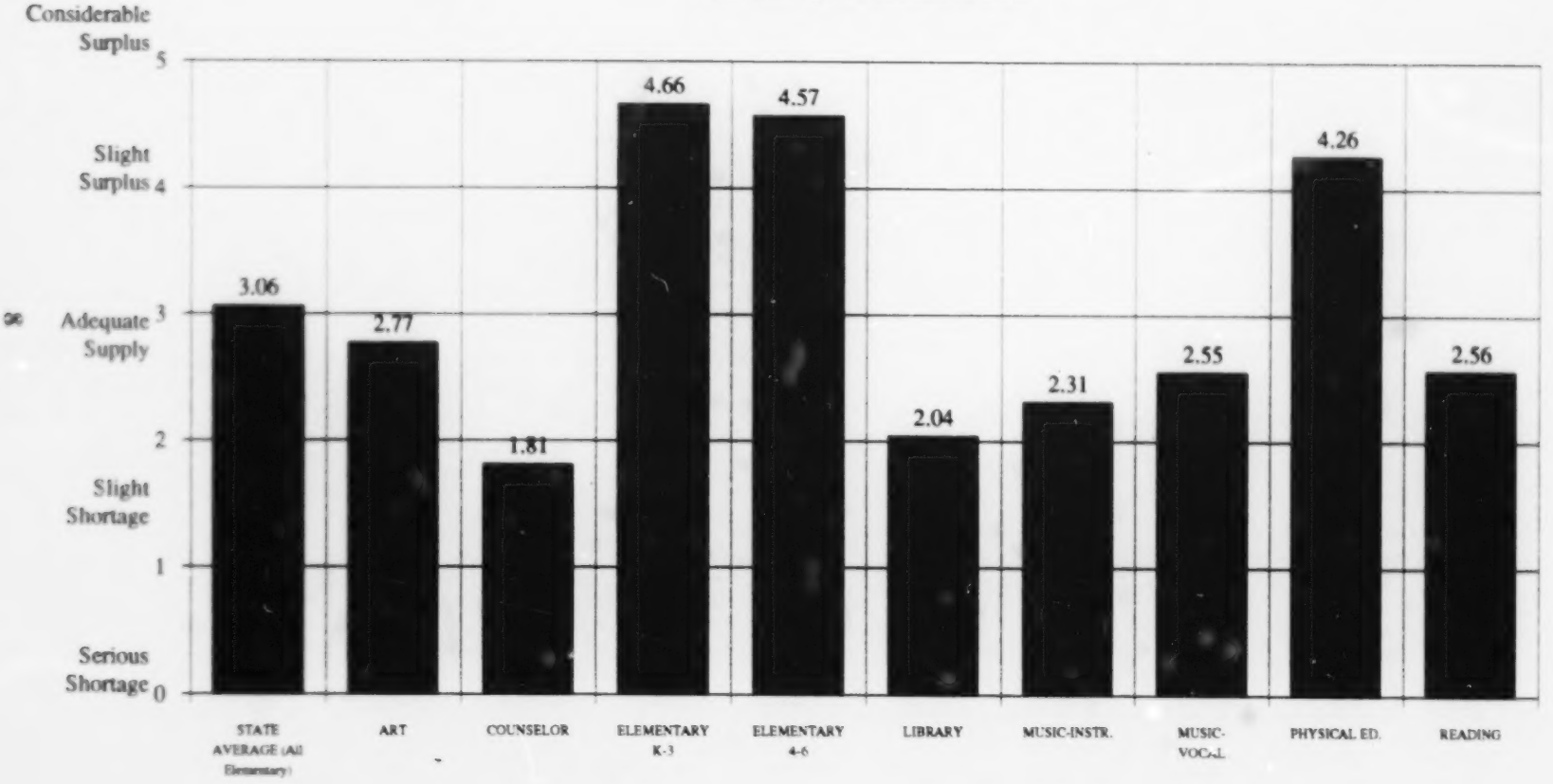
As reflected in Table 1, the mean average pertaining to the perceived teacher supply for all elementary levels in Kansas, excluding special education, was 3.06. This represents an adequate supply for all areas of elementary education. However, the data upon careful perusal indicated a serious shortage of available candidates for counseling. In addition, a slight shortage continued to exist in the availability of candidates for (1) library services, (2) reading, and (3) music. As has been the case

Table 1

TEACHER SUPPLY AT THE ELEMENTARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1992

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Art	2.77	2.50	2.75	3.20	3.00	3.00	2.29	3.00	2.86	2.50	2.75	2.56	3.00
Counselor	1.81	2.00	1.50	2.10	1.83	1.00	1.90	1.33	2.00	1.73	1.82	1.81	1.81
Elementary K-3	4.66	4.93	4.38	4.53	4.56	4.56	4.90	4.63	4.95	4.33	4.72	4.65	4.63
Elementary 4-6	4.57	4.75	4.58	4.59	4.36	4.30	4.61	4.33	4.94	4.47	4.75	4.53	4.47
Library	2.04	2.67	2.10	2.20	2.29	2.00	2.00	1.60	2.00	1.33	1.86	2.16	2.00
Music-Instr.	2.31	1.50	2.00	2.71	2.25	2.67	2.00	2.67	2.75	2.00	2.17	2.00	2.73
Music-Vocal	2.55	2.00	1.80	2.56	2.86	2.50	2.33	2.60	2.86	2.57	2.27	2.50	2.81
Physical Ed.	4.26	4.40	4.17	4.17	4.44	4.00	4.50	3.75	4.75	4.00	4.22	4.48	4.08
Reading	2.56	4.00	2.33	2.67	2.60	3.50	3.00	2.33	2.00	2.50	2.25	2.70	2.54
Mean Average	3.06	3.19	2.85	3.19	3.13	3.06	3.06	2.92	3.23	2.83	2.98	3.17	3.12

Chart 1
Teacher Supply at the Elementary Level as Perceived by Kansas Superintendents in 1992



since 1979 when the first data were collected, a slight to considerable surplus of candidates was reported to exist in the areas of physical education and elementary education (K-6). A graphic illustration of the data may be found in Chart 1.

Regional data revealed that the most plentiful supply of candidates was reported in the East Central, Northwest, and North Central regions of Kansas. Furthermore, respondents in the 400 - 1,499 and 1,500-over enrollment groups indicated a slightly greater supply of candidates than did those in the 0-399 enrollment group.

With regard to the number of elementary vacancies in the state of Kansas, Table 2 shows that a total of 67 vacancies existed on September 3, 1992. The greatest number of vacancies was reported in the Southwest, South Central, and Sedgwick Co. regions of the state. Further investigation of the September 3 regular classroom teacher vacancies in elementary education revealed that those positions were filled during the first three weeks of September. Also, the superintendents reported that a large pool of candidates existed for the positions announced.

Data and Related Interpretations - Secondary

With regard to teacher supply at the secondary level (7-12), data may be found in Table 3. As may be gleaned from the data, the overall mean average is reported at 2.54, indicating a slight shortage to adequate supply of candidates in the state of Kansas. The teaching areas reported to have the greatest shortage of candidates were (1) foreign languages, (2) music, (3) computer science, (4) the sciences, (5) counseling, (6) library science, (7) mathematics, (8) agriculture, and (9) journalism. A surplus was reported in physical education and social science. A graphic illustration of candidate supply in each

secondary teaching area may be found in Chart 2.

Regional data depicted in Table 3 reveal that the greatest shortage of candidates existed in the Northwest region. Further, general analysis of the data showed a more plentiful supply of candidates in the 1,500-over enrollment group. As indicated in Table 4, a total of 83.15 vacancies was reported by Kansas superintendents on September 3.

With regard to the regional data, Table 4 shows that the highest number of vacancies occurred in the Sedgwick Co., South Central, and Wyandotte/Johnson Co. regions with a total of 15.75, 14.8, and 14.0 vacancies, respectively. The remaining vacancies were scattered throughout the other regions. Concerning the number of vacancies by size of the school districts, the enrollment category of 1500-over reported the highest number with 37.75; the smallest number of vacancies was reported by school districts in 0-399 enrollment category with 12.6 vacancies.

Data and Related Interpretations - Administration

Concerning the availability of administrative personnel, Table 5 indicates a mean average of 3.06. This represents an adequate supply in all the administration areas. The supply of candidates was greatest in the 400-1,499 enrollment group. An illustration of the data may be found in Chart 3. Furthermore, as noted in Table 6, 16 positions remained unfilled on September 3, 1992.

Table 2

TEACHER VACANCIES AT THE ELEMENTARY LEVEL AS REPORTED BY KANSAS SUPERINTENDENTS IN 1992

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Art	2.5	0	.5	0	0	0	1	0	1	0	.5	2	0
Counselor	18	0	3	3	7.5	4	.5	0	0	0	1.5	5	11.5
Elementary K-3	18	0	3.5	2	0	2	3	2.5	5	0	2	11	5
Elementary 4-6	13	0	4	2	1	3	1	0	2	0	1	9	3
Library	5	0	1	0	0	1	1	1	1	0	0	3	2
Music-Instr.	0	0	0	0	0	0	0	0	0	0	0	0	0
Music-Vocal	3.5	0	0	1	0	0	2	0	.5	0	0	3.5	0
Physical Ed.	3.0	0	0	.5	1	1	0	.5	0	0	0	1.5	1.5
Reading	.5	0	0	0	.5	0	0	0	0	0	.5	0	0
Other	3.5	0	0	0	2	0	1	0	.5	0	2	1.5	0
Totals	67	0	12	8.5	12	11	9.5	4	10	0	7.5	36.5	23

Table 3

TEACHER SUPPLY AT THE SECONDARY LEVEL AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1992

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Agriculture	2.31	1.50	2.00	2.80	2.33	2.00	2.00	0.00	0.00	2.33	2.67	2.13	2.40
Art	2.97	2.67	3.5	3.33	3.17	3.00	2.00	3.25	3.00	2.50	3.00	2.67	3.29
Business	3.17	0.00	2.67	3.00	3.50	2.75	4.00	3.67	3.25	3.33	3.00	2.71	3.40
Computer Science	2.24	2.00	2.00	2.25	2.25	2.00	2.20	2.33	2.75	2.50	2.15	2.27	2.31
Counselor	2.04	2.00	2.00	2.00	2.25	1.50	2.33	2.33	2.33	1.33	1.67	2.19	2.19
Drama	2.40	2.33	3.00	3.00	2.17	2.67	2.33	2.00	2.50	2.00	3.00	2.31	2.31
English	3.12	2.57	2.86	3.00	3.00	3.86	3.00	4.29	3.07	2.90	2.94	2.83	3.53
Language-French	2.00	2.00	1.00	2.00	1.75	3.00	3.00	2.33	1.83	1.00	1.50	1.67	2.20
Language-German	2.11	0.00	2.00	1.75	3.00	3.00	2.00	2.00	1.60	1.00	1.00	1.71	2.46
Language-Spanish	1.81	1.50	1.33	1.83	1.86	1.80	2.00	2.00	2.00	1.40	1.25	1.72	1.96
Language-Other	2.30	0.00	0.00	2.00	3.00	2.50	2.00	0.00	2.50	2.00	1.00	2.25	2.60
Home Economics	2.86	1.50	2.00	3.20	3.00	2.50	3.00	2.80	3.75	3.00	2.25	3.10	3.10
Industrial Arts	2.48	2.60	2.00	3.50	2.13	2.00	2.50	2.20	2.40	3.00	2.73	2.55	2.24
Journalism	2.38	1.00	2.67	2.75	2.40	3.00	2.33	2.00	1.50	2.00	2.75	2.27	2.33

Table 3 (continued)

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Library	2.10	2.00	2.40	2.50	2.33	2.00	2.29	1.33	1.80	1.00	2.00	2.10	2.14
Mathematics	2.44	2.22	2.18	2.38	2.60	2.57	2.27	2.89	2.45	2.33	1.92	2.46	2.61
Music-Instr.	2.22	1.83	2.13	2.33	2.13	2.75	2.20	2.67	2.50	2.00	2.06	2.12	2.56
Music-Vocal	2.42	1.80	2.00	2.38	2.22	3.50	2.50	3.25	3.33	2.17	2.09	2.16	3.00
Physical Educ.	4.19	4.50	4.33	4.33	4.33	4.00	4.33	4.67	4.00	3.50	4.36	4.00	4.25
Reading	2.39	1.00	2.00	2.67	2.00	3.50	3.00	1.00	2.50	2.00	2.00	2.00	2.63
Science-Biology	2.65	2.00	2.75	2.80	2.63	2.75	2.33	2.80	3.50	2.75	2.50	2.56	2.86
Science-Chemistry	2.11	1.33	2.33	2.33	2.33	1.67	1.50	2.25	2.57	1.80	1.80	2.31	2.15
Science-Earth	2.63	0.00	2.50	3.00	2.67	2.00	2.50	3.00	3.00	2.00	3.00	2.63	2.56
Science-Physics	2.18	2.00	2.50	2.60	2.60	1.00	2.00	2.17	2.20	1.75	2.50	2.23	2.06
Science-Other	2.48	2.00	1.00	3.25	2.17	3.00	2.33	3.00	3.00	2.00	2.00	2.71	2.55
Social Science	4.18	0.00	3.63	4.50	4.33	4.00	4.38	4.38	4.00	4.33	4.11	4.26	4.12
Speech	2.43	3.00	3.00	3.00	2.33	2.67	1.50	2.00	2.00	2.00	2.67	2.50	2.30
Mean Average	2.54	1.68	2.29	2.76	2.61	2.63	2.51	2.47	2.57	2.22	2.37	2.46	2.67

Chart 2

Teacher Supply at the Secondary Level as Perceived by Kansas Superintendents in 1992

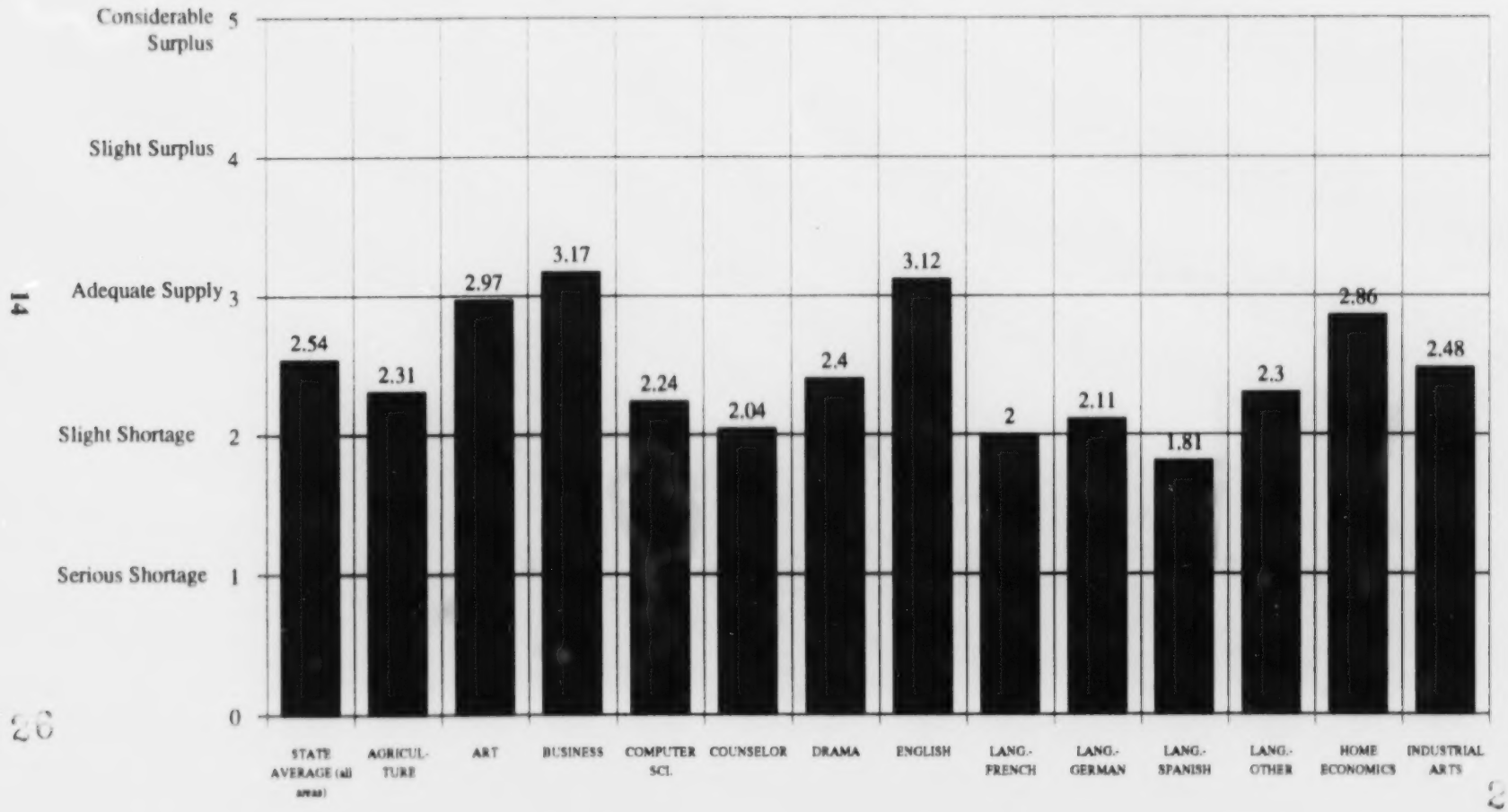


Chart 2 (continued)

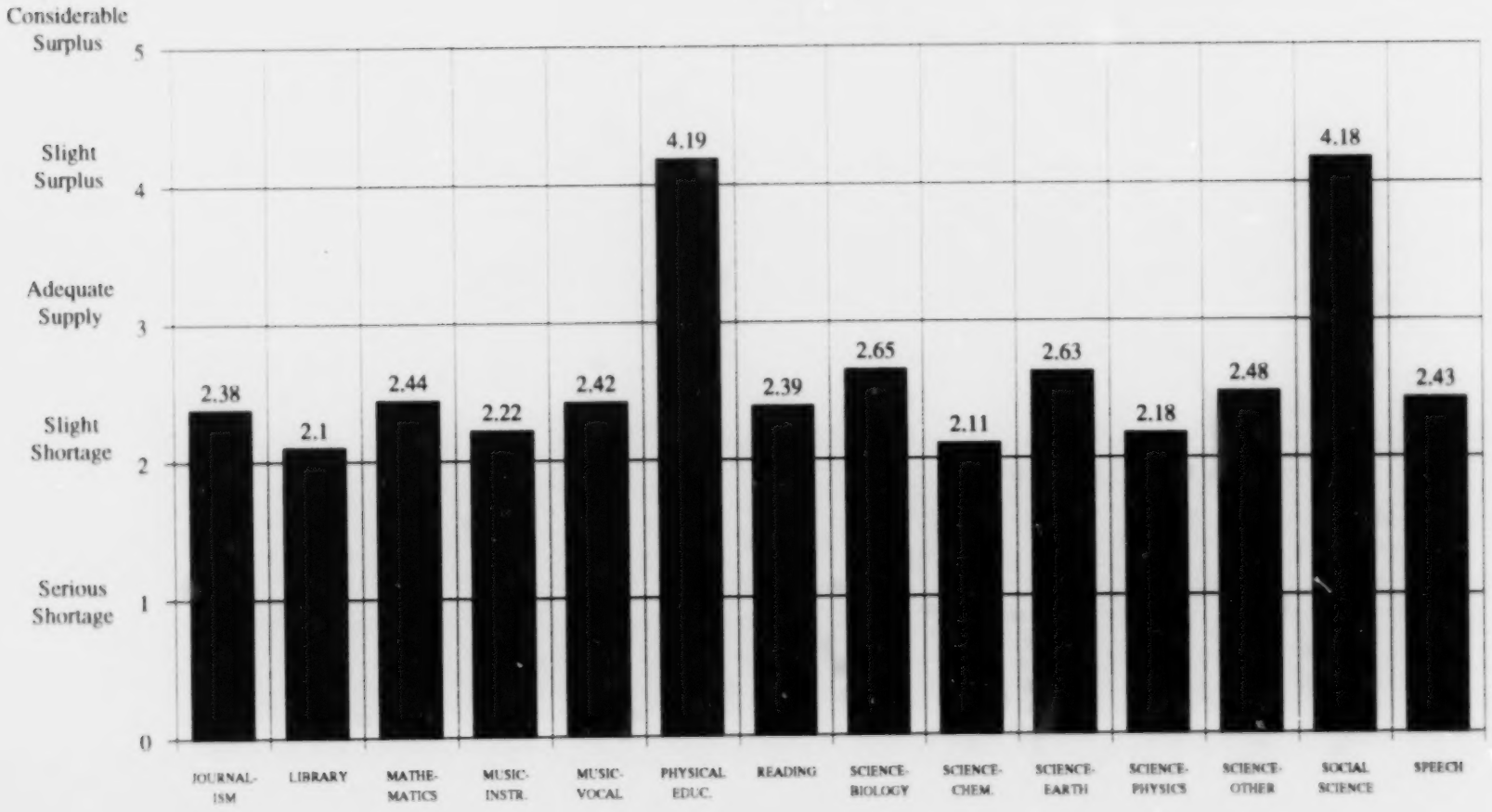


Table 4

TEACHER VACANCIES AT THE SECONDARY LEVEL AS REPORTED BY KANSAS SUPERINTENDENTS IN 1992

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Agriculture	0	0	0	0	0	0	0	0	0	0	0	0	0
Art	1	0	0	0	0	0	0	1	0	0	0	0	1
Business	3	0	0	1	0	0	1	0	1	0	0	3	0
Computer Science	3.5	0	.5	0	1	.5	0	0	1.5	0	1	.5	2
Counselor	6	1	0	0	2	2	0	0	0	1	0	3	3
Drama	1.2	0	0	0	0	1	0	0	.2	0	0	.2	1
English	11.75	0	1	0	1	2	2	2.5	3.25	0	0	6.25	5.5
Language-French	.7	0	0	0	0	0	0	.2	.5	0	0	.5	.2
Language-German	.3	0	0	0	.3	0	0	0	0	0	0	.3	0
Language-Spanish	7	0	0	1.5	0	2.5	0	2	0	1	2	0	5
Language-Other	0	0	0	0	0	0	0	0	0	0	0	0	0
Home Economics	2.24	.6	1	0	0	.14	.5	0	0	0	1.6	.5	.14
Industrial Arts	5.78	0	0	0	2	.28	1.5	1	1	0	2	1.5	2.28
Journalism	.5	0	0	0	0	0	0	0	.5	0	0	.5	0

Table 4 (continued)

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Library	2	0	0	0	0	0	0	1	1	0	1	0	1
Mathematics	11.5	.5	.5	1	2	1.5	1	3	2	0	0	6	5.5
Music-Instr.	2	0	0	0	0	1	0	0	1	0	0	1	1
Music-Vocal	1.5	0	0	0	1.5	0	0	0	0	0	0	.5	1
Physical Educ.	5.08	0	1	0	0	1.83	2	0	.25	0	2	1.25	1.83
Reading	0	0	0	0	0	0	0	0	0	0	0	0	0
Science-Biology	5.5	.5	0	0	1.5	1	0	2.5	0	0	0	2	3.5
Science-Chemistry	2	0	0	1	0	0	0	0	1	0	0	2	0
Science-Earth	.75	0	.5	0	.25	0	0	0	0	0	0	.75	0
Science-Physics	2.25	0	0	0	.25	1	.5	.5	0	0	0	.75	1.5
Science-Other	4	0	0	0	1	1	2	0	0	0	2	0	2
Social Science	2.3	0	0	0	2	0	0	.3	0	0	1	1	.3
Speech	1.3	0	0	0	0	0	1	0	.3	0	0	1.3	0
Totals	83.15	2.6	4.5	4.5	14.8	15.75	11.5	14.0	13.5	2.0	12.6	32.8	37.75

Data and Related Interpretations - Special Education

As noted in Section 2 on research procedures employed, data were collected from questionnaires completed by unified school districts and by the special education cooperatives. With regard to the number of vacancies, Table 7 reveals that 156.4 vacancies existed on October 1992, an increase of 21.8 vacancies over the 134.60 reported in 1991. The largest number of vacancies was reported in the areas of (1) speech, (2) behavior disorders, (3) physical therapy, (4) occupational therapy, and (5) school psychology, with 42.2, 17.7, 17.1, 14.1, and 12.4, vacancies, respectively. Although, the number of vacancies cited in speech-language did not increase as dramatically for 1992, approximately 27 percent of the total number of vacancies reported in the state of Kansas may be found in this one area.

Table 5

ADMINISTRATOR SUPPLY AT ALL LEVELS AS PERCEIVED BY KANSAS SUPERINTENDENTS IN 1992

AREA	STATE OF KANSAS AVERAGE	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Assistant Superintendent	3.19	3.00	3.00	3.00	3.00	3.00	4.00	3.67	3.00	3.00	0.00	3.40	3.09
Elementary Principal	3.32	2.75	3.20	2.50	3.50	3.33	3.88	4.00	3.38	2.67	2.75	3.47	3.29
Jr. High Principal	3.00	2.50	3.00	2.50	3.14	3.00	3.20	3.00	3.00	3.00	4.00	3.07	2.70
Sr. High Principal	2.94	2.50	3.00	3.00	3.00	3.50	3.33	1.50	3.00	3.00	3.00	3.20	2.44
Elementary Assistant Principal	3.13	0.00	2.50	3.00	5.00	3.00	0.00	0.00	0.00	3.00	0.00	3.20	3.00
Principal K-12	2.91	0.00	3.00	3.25	0.00	3.00	2.00	0.00	3.00	3.00	2.83	3.00	3.00
Jr. High Asst. Principal	3.40	0.00	3.00	2.50	3.60	3.00	4.00	3.67	3.00	3.00	0.00	3.67	3.35
Sr. High Asst. Principal	3.37	4.50	3.00	2.50	3.50	3.00	3.00	3.25	4.00	3.00	5.00	3.67	2.89
Director of Special Education	2.25	0.00	0.00	2.50	2.00	2.00	1.50	0.00	3.00	3.00	0.00	2.33	2.20
Mean Average	3.06	1.69	2.63	2.75	2.97	2.98	2.77	2.12	2.82	2.96	1.96	3.22	2.88

Chart 3
Administrator Supply at All Levels
As perceived by Kansas Superintendents in 1992

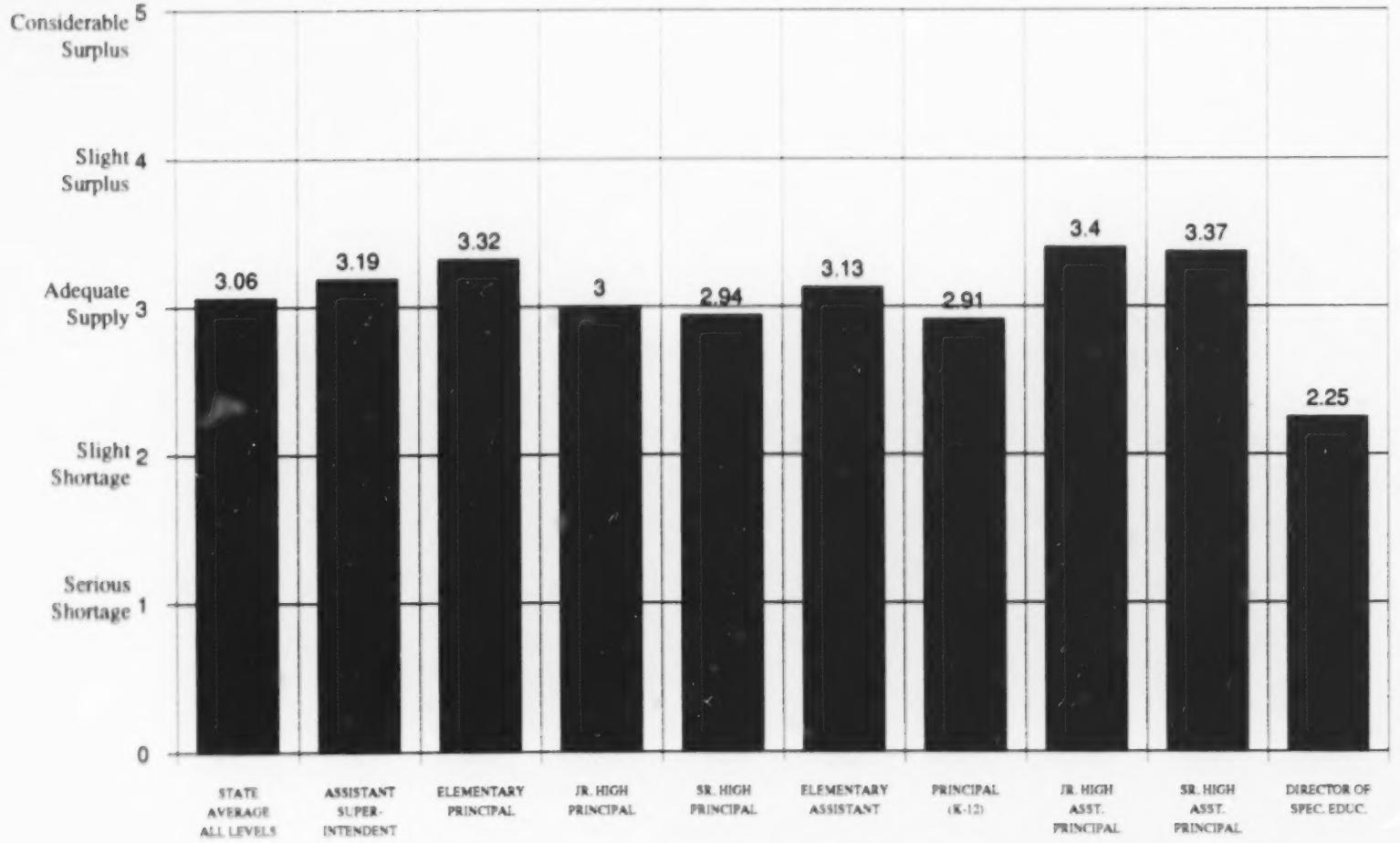


Table 6

ADMINISTRATOR VACANCIES AS REPORTED BY KANSAS SUPERINTENDENTS IN 1992

AREA	STATE OF KANSAS TOTAL	REGION									SIZE OF DISTRICT		
		1 NW	2 SW	3 NC	4 SC	5 SEDG	6 NE	7 WY/JO	8 EC	9 SE	0-399	400-1499	1500-Over
Assistant Superintendent	4	0	0	1	1	1	0	1	0	0	0	1	3
Elementary Principal	2	0	0	0	0	0	0	0	2	0	0	2	0
Jr. High Principal	1	0	0	0	1	0	0	0	0	0	0	1	0
Sr. High Principal	0	0	0	0	0	0	0	0	0	0	0	0	0
Elementary Assistant	0	0	0	0	0	0	0	0	0	0	0	0	0
Principal (K-12)	2	0	0	0	0	0	2	0	0	0	2	0	0
Jr. High Asst. Principal	2	0	0	0	0	0	0	1	1	0	0	0	2
Sr. High Asst. Principal	4	0	0	0	3	0	0	0	1	0	0	3	1
Director of Special Education	1	0	0	0	0	0	1	0	0	0	0	1	0
Totals	16	0	0	1	5	1	3	2	4	0	2	8	6

Longitudinal Data - All Areas

As noted in the introduction, this survey is the fourteenth annual survey on teacher supply and demand in Kansas. As such, due to the longitudinal nature of the data which now exist, limited conclusions can be noted. Though limitations exist due to slight modifications in the research procedures employed, the following observations are presented for review and consideration:

1. Special Education

   (a) The 156.4 vacancies reported in 1992 represent an increase of 21.8 in the number of vacancies compared to those reported in 1991 (134.6). The total number of vacancies in 1992 represents the second highest number of vacancies since 1981 (212.4-1981; 162.6-1989).

   (b) Data for the fourteen-year period were as follows:

Area	Number of Vacancies													
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Behavior Disorders	51.30	72.70	41.20	23.00	19.30	29.50	27.00	22.00	19.00	18.60	18.10	10.00	11.50	17.7
Learning Disabilities	78.50	69.50	47.50	16.50	7.00	18.50	17.00	25.00	22.00	10.00	16.00	9.00	6.00	11.0
Speech	49.60	37.50	19.50	11.00	4.60	4.00	10.30	6.00	8.00	15.40	25.40	34.60	42.90	42.2
Gifted	61.50	37.20	28.00	30.00	27.30	28.50	23.30	18.00	16.00	6.50	11.10	8.60	9.80	10.4
Semi-Independent EMR	15.50	14.00	11.00	3.00	2.00	-0-	6.00	6.00	3.00	7.00	7.00	5.00	2.70	0.0
School Psychologist	13.60	13.00	12.50	6.00	1.50	2.00	10.80	11.00	11.00	14.70	21.20	12.00	12.50	12.4
Total (areas listed)	270.00	243.90	159.60	89.50	61.70	82.50	94.40	88.00	79.00	72.20	98.80	79.20	85.40	93.7
Total (all Special Education Areas)	292.17	314.30	212.40	117.85	85.30	113.30	147.00	146.00	148.00	137.30	162.60	137.90	134.60	156.4

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Table 7

Teacher Vacancies in Special Education
1992

Subject Area	State of Kansas Total Vacancies
Semi-Independent (EMR)	.00
Semi-Dependent (TMR)	1.00
Early Childhood	5.00
Learning Disabilities	11.00
Hearing Impaired	2.00
Physically Impaired	0.00
Gifted	10.40
Behavior Disorders	17.70
Visually Impaired	3.25
Severely Multiply Handicapped	3.00
School Psychologist	12.40
Interrelated	5.00
School Social Work	5.00
Speech	42.20
Spec. Ed. Instruct. Mat.	0.00
Homebound	1.00
Other (Not Categorized)	3.00
Counselors (Special Educ.)	2.00
Occupational Therapy	14.10
Physical Therapy	17.10
Adaptive Phy. Ed.	.25
Audiology	1.00
Total	156.40

2. Elementary Education (K-6)

(a) The perceived supply of candidates in elementary teaching areas remained nearly the same. The average for 1992 is 3.06 as compared to 3.05 in 1991.

(b) In 1979, 1980, and 1981, regional differences remained similar with the greatest supply of candidates in Region 6, East Central, Kansas. In 1982, 1983, and 1984, Wyandotte/Johnson region had the greatest supply of candidates. In 1985 and 1986, the North Central region had the greatest supply of candidates. In 1987 Wyandotte/Johnson administrators reported the greatest supply of candidates. (Note: Wyandotte/Johnson region was part of Region 6 in 1979, 1980, and 1981). And, in 1988 the Northeast region had the largest supply of candidates. In 1989 the Southeast region had the largest supply of candidates. The East Central region contained the greatest supply of candidates in 1990. In 1991 the Northeast region had the largest supply of candidates, while in 1992 the East Central region had the greatest supply of candidates.

(c) A comparison of the specific teaching areas between 1979 and 1992 reveals:

Teaching Area	Mean Average (State-wide)													
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Counseling	1.88	1.81	2.14	2.22	2.33	2.09	2.22	2.24	2.08	1.85	1.59	1.82	2.07	1.81
Library	1.69	1.82	1.94	2.10	2.06	1.89	1.69	1.91	1.83	2.14	2.18	2.00	2.17	2.04
Reading	2.03	1.95	2.25	2.44	2.63	2.49	2.36	2.53	2.59	2.60	2.53	2.56	2.47	2.56
Music	1.85	2.12	2.18	2.14	2.62	2.53	2.53	2.71	2.54	2.32	2.42	2.22	2.34	2.43
Art	2.65	2.72	2.97	2.95	3.26	3.16	2.91	2.47	3.10	2.63	2.56	2.78	2.92	2.77
Elementary (Reg. Class.)	3.62	3.67	3.94	3.99	4.33	4.39	4.34	4.48	4.38	4.28	4.48	4.58	4.43	4.62
Physical Educ.	3.65	3.91	4.10	4.20	4.48	4.53	4.44	4.17	4.36	4.17	4.19	4.51	4.24	4.26

3. Secondary Education (7-12)

(a) The perceived supply of candidates in secondary teaching areas decreased slightly. The mean average for 1992 is 2.54 as compared to 2.61 in 1991. A slight shortage continues to exist in the areas of foreign language, computer science, the sciences, counseling, library science, music, mathematics, journalism, and agriculture. Specifically, the data in selected areas show:

	Mean Average (State-wide)													
Teaching Area	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
Science-Physics	1.20	1.30	1.31	1.48	1.57	1.62	1.79	1.77	2.26	2.13	2.22	2.24	2.08	2.18
Industrial Arts	1.19	1.39	1.58	2.18	3.25	3.00	3.19	3.44	3.00	3.27	3.07	3.04	3.03	2.48
Mathematics	1.36	1.41	1.44	1.65	1.77	1.73	1.90	2.34	2.36	2.37	2.53	2.35	2.55	2.44
Science-Chem.	1.25	1.45	1.30	1.70	1.74	1.72	1.92	2.00	2.00	2.02	2.15	2.06	2.24	2.11
Agriculture	1.35	1.51	1.72	1.96	2.43	3.22	3.42	3.07	3.07	2.75	2.84	2.86	2.61	2.31
Library Science	1.58	1.66	1.84	2.17	1.90	1.84	1.76	1.88	1.83	2.12	2.00	2.16	2.45	2.10
Language-Spanish	1.83	1.80	2.24	1.91	1.93	1.81	1.92	2.10	2.12	1.79	1.76	1.95	2.06	1.81
Social Studies	3.00	3.25	3.31	3.44	3.79	4.07	3.65	3.83	3.96	3.73	4.01	3.93	4.02	4.18
Physical Ed.	3.68	3.91	4.14	4.07	4.43	4.58	4.48	4.13	4.40	3.98	4.33	4.21	4.10	4.19

(b) Regionally, the supply of candidates appears to be evenly distributed. A slightly greater supply of candidates was reported in Region 3, the North Central region of Kansas.

(c) The number of secondary vacancies increased with 83.15 reported in 1992, as opposed to 36.30 in 1991.

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(d) Respondents in school districts in each of the three enrollment categories reported similar opportunities for employment. The overall mean average data, by size of school district, between 1979 and 1992, reveal:

District Enrollment	Mean Average (State-wide)													
	1979	1980	1981	1982	1983	1984	1985	1986	1987	1988	1989	1990	1991	1992
0-399	1.76	1.83	1.76	1.87	2.12	2.42	2.49	2.55	2.65	2.33	2.31	2.34	2.61	2.37
400-1,499	1.84	2.00	1.92	2.23	2.22	2.45	2.58	2.73	3.47	2.61	2.47	2.57	2.65	2.46
1,500 and above	2.18	2.35	2.44	2.45	2.43	2.66	2.64	2.71	2.73	2.66	2.63	2.59	2.63	2.67

Section 4

Principal Findings and Conclusions

Prior to summarizing the results of this study, certain limitations should be noted. First, the actual number of vacancies as of September 3, 1992, should be somewhat higher than reported. In a few instances, respondents did not report vacancies if the positions were filled during the first three weeks of September. In most of those cases, decisions had been made in regard to who would be hired prior to September 3, but the teacher did not begin working until after September 3.

Secondly, the availability of candidates, as perceived by the respondents, could vary from respondent to respondent based on their perceptions of what constitutes an adequate supply, shortage, etc. Specifically, through contact with a large percentage of respondents, the authors have noticed a tendency for respondents to underestimate the supply of candidates in all teaching areas. Thus, the reader should be aware of this aspect while interpreting the data presented.

Finally, employing officials often view the supply of candidates in a two-dimensional framework which includes: (1) the actual quantity of candidates, and (2) the quality of candidates. Therefore, a respondent may perceive a slight shortage in the supply of candidates in a specific teaching area when in fact the number of candidates was adequate. This tends to occur when the quality of candidates would not reach the level of expectation desired by a superintendent.

Within the above limitations, then, the following findings are presented for review and consideration:

1. **Elementary (K-6)**

   (a) **A surplus of classroom and physical education candidates exists in elementary education. The state average was 4.62 for elementary teachers K-6 and 4.26 for physical education teachers. The supply of other elementary teaching areas was perceived as ranging from a slight shortage to an adequate supply.**

   (b) **The areas of counseling, library science, reading, music, art, and special education continued to provide the greatest employment opportunities in elementary education.**

   (c) **The areas of physical education and regular classroom positions, especially for grades K-3, provide the least employment opportunities for elementary teaching.**

   (d) **Opportunities for employment are similar through all nine regions in Kansas. The average supply of candidates ranged from 2.83 as the low in the Southwest region to a high of 3.23 in the East Central region.**

   (e) **Employment opportunities in all district-size categories appear to be similar.**

2. Secondary (7-12)

(a) A slight shortage to adequate supply of candidates exists in the majority of secondary teaching areas in Kansas.

(b) The areas of foreign language, music, computer science, the sciences, counseling, library science, and journalism continue to provide the best employment opportunities. The relatively new area of computer science as well as the language-related disciplines, particularly any combination of English, journalism, and foreign languages, appear to offer excellent employment opportunities. Excellent opportunities also exist for candidates qualified to teach music at both the elementary and secondary levels. In addition, candidates qualified to teach in more than one subject area should find increased opportunities for employment.

(c) Opportunities for candidates certified to teach in any two or more areas appear to be great, particularly in the small districts.

(d) The areas of physical education and social science provide the least employment opportunities.

(e) All regions appear to have a slight shortage to adequate supply of candidates for the majority of the secondary teaching areas. The greatest supply of candidates was reported to be available in the North Central region (Region 3).

(f) The supply of candidates appears to be adequate in all enrollment categories.

3. Administration

(a) Adequate supply to a slight surplus of candidates exists in the majority of the administrative areas. The greatest supply of candidates was reported in the Sedgwick Co. region of Kansas.

(b) Employment opportunities in administration would be greater in the districts with enrollments of 0-399 students.

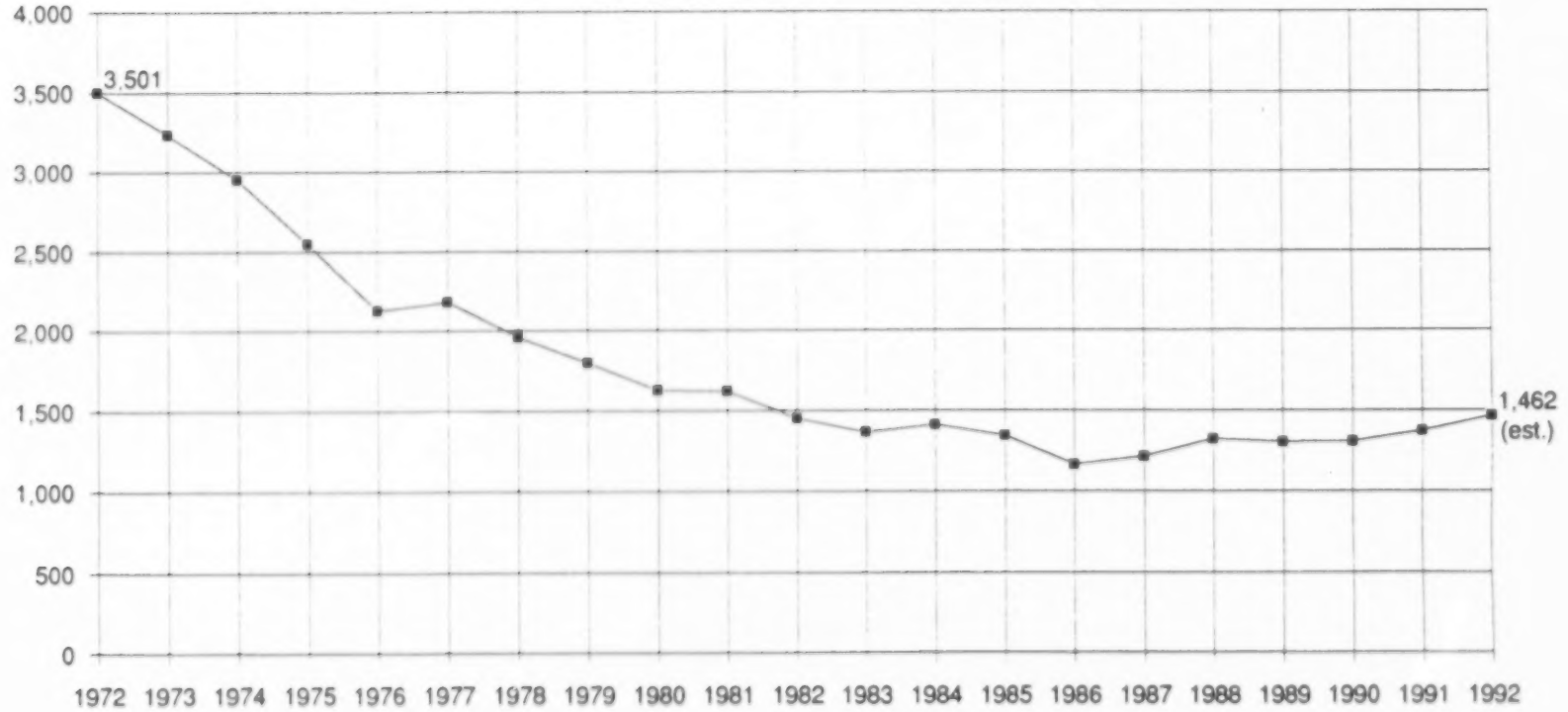
4. Special Education

(a) A shortage of special education teachers was reported in all teaching areas in the state of Kansas.

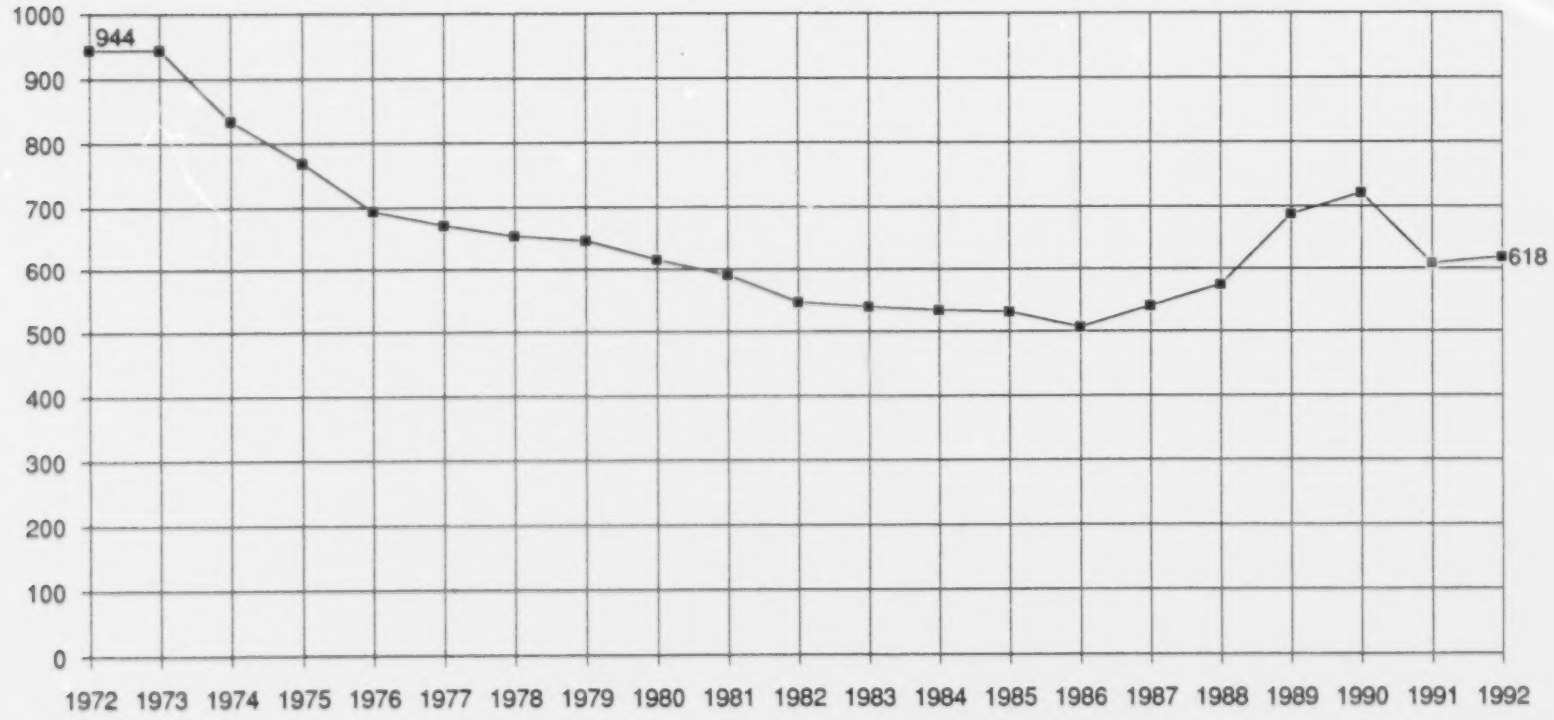
(b) The areas of (1) speech-language, (2) behavior disorders, (3) physical therapy, and (4) occupational therapy provide the best employment opportunities. Excellent employment opportunities also exist in the areas of school psychology and gifted education.

APPENDICES

Appendix A
Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at All Regents Institutions



Appendix B
Composite of the Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions



Appendix C

Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Regents Institutions

1972	3,501	1983	1,361
1973	3,233	1984	1,410
1974	2,949	1985	1,342
1975	2,548	1986	1,162
1976	2,128	1987	1,212
1977	2,180	1988	1,318
1978	1,959	1989	1,302
1979	1,798	1990	1,311
1980	1,624	1991	1,369
1981	1,618	1992 (Est.)	1,462
1982	1,448		

Appendix D

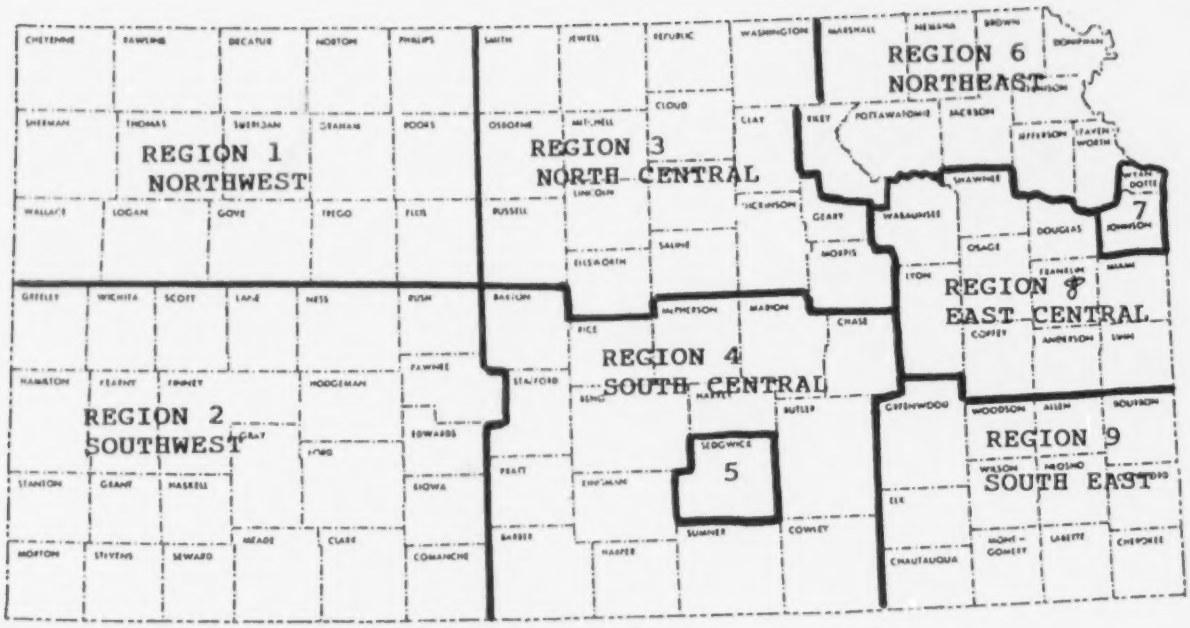
Number of Students Completing Preparation for Teaching Certificates for the First Time at Kansas Four-Year Private Institutions

1972	944	1983	539
1973	944	1984	534
1974	834	1985	531
1975	769	1986	507
1976	693	1987	540
1977	671	1988	574
1978	654	1989	687
1979	647	1990	720
1980	615	1991	608
1981	590	1992	618
1982	546		

Appendix E

State of Kansas

Geographic Regions



EMPORIA STATE UNIVERSITY
1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/343-1200

September 3, 1992

Appendix F

Dear Superintendent:

School administrators and university personnel continue to express concern with the supply and demand of teachers in the state of Kansas. Therefore, in order to keep practitioners in the educational community informed of current trends, we are gathering information to update Emporia State University's annual survey, Teacher Supply and Demand in Kansas Public Schools. We feel the study has provided significant results and that its update is important as well.

Specifically, we are requesting information concerning (1) teacher vacancies as of September 3, 1992, and (2) your opinion on the availability of candidates for each teaching area which you filled for 1992-93. We are hopeful that all chief administrators will complete the enclosed questionnaire, allowing us to reach our 100% return of last year.

For your convenience, enclosed please find a self-addressed envelope. Your assistance is appreciated and a reply on or before Friday, September 25 is needed. Should you have questions and/or suggestions, please call Dr. Jack Skillett at (316) 341-5367. Thank you.

Sincerely,

Jack D. Skillett, Dean
The Teachers College

JDS:cls

Enclosures
co17/203

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EMPORIA STATE UNIVERSITY
1200 COMMERCIAL EMPORIA, KANSAS 66801-5087 316/343-1200

January 11, 1993

ANW Special Ed. Coop.
USD 603
Mr. E Scott
710 Bridge
Box 207
Humbolt, KS 66748

Dear Special Education Administrator:

Information regarding special education position vacancies has been an integral part of Emporia State University's annual survey, Teacher Supply and Demand in Kansas Public Schools. In the past, this information has been provided to Emporia State by the Kansas State Board of Education. We have been informed by board staff, however, that the information will not be collected and compiled this year. We feel that this information is vital to our study, and that its update is important in order to keep practitioners in the educational community informed of both short and long-term trends.

Therefore, we are asking that you complete the enclosed questionnaire. Specifically, we are requesting information concerning vacancies that were budgeted but not filled by October 5, 1992. Although we realize your schedule is a busy one, we hope that you will take a few minutes to respond. We are hopeful that all special education administrators will complete the questionnaire, allowing us to reach a 100% return.

For your convenience, enclosed please find a self-addressed, stamped return envelope. Your assistance is appreciated and a reply on or before January 22, 1993, is needed. Should you have questions and/or suggestions, please call Dr. Jack Skillett at (316) 341-5367. Thank you.

Sincerely,

Jack D. Skillett, Dean

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Region ____	University
Size of District ____	Use Only

SCHOOL PERSONNEL SUPPLY AND DEMAND QUESTIONNAIRE

Appendix G

EMPORIA STATE UNIVERSITY
The Teachers College

USD # _____ County _____ City _____ FTE Enrollment of USD Sept. 21, 1992 _____

Telephone _____ Individual Responding _____ Position _____

Section A

DIRECTIONS: Please list the number of vacancies (full-time equivalency) that existed in your school district on September 3, 1992.

EXAMPLE:

Physical Ed.	0	Social Studies	0	BD	.25
Counselor	1.00	Mathematics	1.50	Gifted-Secondary	1.50

ELEMENTARY (K-6)

Art..... _____
Counselor..... _____
Elementary (K-3)..... _____
Elementary (4-6)..... _____
Library..... _____
Music-Instrumental..... _____
Music-Vocal..... _____
Physical Education..... _____
Reading..... _____
_____..... _____

ADMINISTRATION

Assistant Superintendent.. _____
Elementary Principal..... _____
Junior High/Middle
School Principal..... _____
Senior High Principal..... _____
Principal (K-12)..... _____
Elem. Asst. Principal..... _____
Jr. High Asst. Principal..... _____
Sr. High Asst. Principal..... _____
Director of Special Ed..... _____
_____..... _____

SECONDARY (7-12)

Agriculture..... _____
Art..... _____
Business..... _____
Computer Science..... _____
Counselor..... _____
Drama..... _____
English..... _____
Language-French..... _____
Language-Spanish..... _____
Language-German..... _____
Language-Other..... _____
Home Economics..... _____
Industrial Arts..... _____
Journalism..... _____
Library..... _____
Mathematics..... _____
Music-Instrumental..... _____
Music-Vocal..... _____
Physical Education..... _____
Reading..... _____
Science-Biology..... _____
Science-Chemistry..... _____
Science-Earth..... _____
Science-Physical..... _____
Science-Other..... _____
Social Science..... _____
Speech..... _____
_____..... _____

SPECIAL EDUCATION DIRECTIONS: DO NOT COMPLETE for special education positions that are budgeted and reported by your special education cooperative. Report only the position(s) not included in your special education cooperative.

SPECIAL EDUCATION

Adaptive Physical Education..... _____
Bilingual..... _____
Blind..... _____
Deaf..... _____
Early Childhood Special Ed..... _____
EMH (Semi-Independent)..... _____
Gifted - Elementary..... _____
Gifted - Secondary..... _____
LD - Elementary..... _____
LD - Secondary..... _____
Occupational Therapy..... _____
Physical Therapy..... _____
BD - Elementary..... _____
BD - Secondary..... _____
SMH..... _____
TMH (Semi-Dependent)..... _____
School Psychology..... _____
Speech Correction..... _____
Orthopedically Handicapped..... _____
Nurse..... _____
Social Worker..... _____

Region _____ Size of District _____ USD # _____	University Use Only	City _____ County _____

SECTION B

DIRECTIONS: Please rate numerically the supply of candidates for each of the teaching areas listed below only if (A) a vacancy continues to exist, or (B) a vacancy existed for 1992-93 but has been filled.
DO NOT RATE THE SUPPLY OF CANDIDATES FOR ANY TEACHING AREA IN WHICH YOU DID NOT CONSIDER CANDIDATES FOR 1992-923

EXAMPLE:

RATING SCALE	SERIOUS SHORTAGE	SLIGHT SHORTAGE	ADEQUATE SUPPLY	SLIGHT SURPLUS	CONSIDERABLE SURPLUS
	1	2	3	4	5

Physical Education.....	--	Did not consider candidates in this area for 1992-93.
Counselor.....	1	Vacancy continues to exist for 1992-93. Serious shortage of candidates exists.
Social Studies.....	4	Considered candidates for this teaching area for 1992-93 and filled the position(s). Slight surplus of candidates existed.
English.....	2	Considered candidates for this teaching area for 1992-93 and filled the position(s). Slight shortage of candidates existed.

ELEMENTARY (K-6)

Art..... _____
Counselor..... _____
Elementary (K-3)..... _____
Elementary (4-6)..... _____
Library..... _____
Music-Instrumental..... _____
Music-Vocal..... _____
Physical Education..... _____
Reading..... _____
_____..... _____

ADMINISTRATION

Assistant Superintendent.. _____
Elementary Principal..... _____
Junior High/Middle School Principal..... _____
Senior High Principal..... _____
Principal (K-12)..... _____
Elem. Asst Principal..... _____
Jr. High Asst. Principal..... _____
Sr. High Asst. Principal..... _____
Director of Special Ed..... _____
_____..... _____

SECONDARY (7-12)

Agriculture..... _____
Art..... _____
Business..... _____
Computer Science..... _____
Counselor..... _____
Drama..... _____
English..... _____
Language-French..... _____
Language-Spanish..... _____
Language-German..... _____
Language-Other..... _____
Home Economics..... _____
Industrial Arts..... _____
Journalism..... _____
Library..... _____
Mathematics..... _____
Music-Instrumental..... _____
Music-Vocal..... _____
Physical Education..... _____
Reading..... _____
Science-Biology..... _____
Science-Chemistry..... _____
Science-Earth..... _____
Science-Physical..... _____
Science-Other..... _____
Social Science..... _____
Speech..... _____
_____..... _____

SPECIAL EDUCATION DIRECTIONS: DO NOT COMPLETE for special education positions that are budgeted and reported by your special education cooperative. Report only the position(s) not included in your special education cooperative.

SPECIAL EDUCATION

Adaptive Physical Education..... _____
Bilingual..... _____
Blind..... _____
Deaf..... _____
Early Childhood Special Ed..... _____
EMH (Semi-Independent)..... _____
Gifted - Elementary..... _____
Gifted - Secondary..... _____
LD - Elementary..... _____
LD - Secondary..... _____
Occupational Therapy..... _____
Physical Therapy..... _____
BD - Elementary..... _____
BD - Secondary ..... _____
SMH..... _____
TMH (Semi-Dependent)..... _____
School Psychology..... _____
Speech Correction..... _____
Orthopedically Handicapped..... _____
Nurse..... _____
Social Worker..... _____

Special Education Position Vacancies
1992-93 School Year

Emporia State University
The Teachers College

USD/Interlocal #_____ Individual Responding_____

Location_____ Telephone _____

Directions: Please list the number of budgeted vacancies (full-time equivalency) that existed in your district/interlocal on October 5, 1992.

Example: Gifted ..... .25 EMR 0
BD ..... 1.50 LD 1.00

EMR ..... _____ Interrelated ..... _____

TMR ..... _____ Adaptive Phy. Ed. ..... _____

Early Childhood ..... _____ Psychology ..... _____

Nurse ..... _____ Social Work ..... _____

LD ..... _____ Speech/Lang. ..... _____

Hearing Impaired ..... _____ SEIMC ..... _____

Phys. Impaired ..... _____ Spec. Ed. Adm. ..... _____

Gifted ..... _____ Homebound ..... _____

BD ..... _____ Counselors ..... _____

Visually Impaired ..... _____ Occupational Therapy .. _____

SMH ..... _____ Physical Therapy ..... _____

Audiology ..... _____ Other ..... _____

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